

## LESSON 3: PROJECT REFLECTION AND INTEGRATION



*advocacy service  
after action review  
analysis  
direct service  
indirect service  
integration  
observation  
placement  
project  
reflection*

### INTRODUCTION

Now that you have an idea of what service learning is all about, what comes next? After the exploratory project, you will be able to determine and conduct appropriate service learning activities. Before choosing activities, you should know about the models, terms and types of service available and how to integrate service with what you are learning in class.

After you have completed a service activity, you should follow it up with a structured reflection, demonstration of learning, and evaluation of the service learning.

### SHORT-TERM VERSUS LONG-TERM SERVICE

Meet others' needs through either short-term or long-term service activities.

Short-term service projects include:

- Restoring a historical monument during history lessons.

- Raising money at an event for charity during financial planning lessons.
- Visiting a nursing home while discussing wellness and fitness issues.

Long-term service projects include:

- Adopting a local waterway while studying environmental issues.
- Setting up an advocacy campaign to raise financial resources for shelters during financial planning lessons.
- Organizing an after-school tutoring program during lessons on teaching skills.

### MODELS OF SERVICE

Service can be done anywhere to reinforce what you are learning in class; you do not even have to leave the school grounds. The two models of service include **projects** and **placements**.

#### PROJECT MODEL

Service learning projects are initiated and planned by cadets with instructor guidance. Tutoring elementary children in subjects you are currently studying or starting a recycling program based on information from your geography lessons are examples of service projects.

#### PLACEMENT MODEL

Service learning placements are activities carried out beyond the classroom in a pre-existing, structured situation. The placement organization typically assigns responsibilities to students individually. Examples include: teaching lessons for Junior Achievement, or volunteering for *Special Olympics* during fitness lessons.

### THREE TYPES OF SERVICE

The three types of service are direct, indirect, and advocacy.

#### *DIRECT SERVICE*

**Direct service** involves face-to-face contact with those being served in either project or placement models of service learning. Examples of direct service include working in a soup kitchen or working with disadvantaged children while you are studying about group communication.

#### *INDIRECT SERVICE*

**Indirect service** requires hands-on involvement in a service activity without any face-to-face contact with those served. An example would be raising money for a veteran's hospital or e-mailing deployed soldiers during your military lessons unit.

#### *ADVOCACY SERVICE*

**Advocacy services** do not require face-to-face contact with those served. Advocacy involves speaking out on behalf of an issue or cause. For instance, starting a school-wide poster campaign to teach others about an issue would be an advocacy service.

### INTEGRATING SERVICE LEARNING

Because the learning should equal the service in service learning, it is important to integrate classroom content with the chosen service. Service learning should reinforce curriculum content and standards, in order to benefit you academically, personally and socially. Applying content standard material to real-life experiences, will give you a better understanding of the curriculum.

When conducting a service learning project, take time to pinpoint the standards you should address and ways to assess your learning. As a team or class, consider:

- What standards are we addressing?
- What should we know or be able to do?
- What assessments can illustrate our learning?

Not only will you fulfill an important need with your service project, you will be learning the national standards in a more relevant and engaging manner.

### SERVICE LEARNING EXAMPLES

Field education integrates curriculum programs with service learning. This section presents examples of how you can integrate service learning with curriculum related programs, including:

- Lions-Quest Skills For Action<sup>®</sup>
- You the People<sup>®</sup>/Chief Justice<sup>®</sup>
- Groundhog Job Shadow Day<sup>®</sup>
- Cadet Ride<sup>®</sup>
- Winning Colors<sup>®</sup>
- NEFE High School Financial Planning Program<sup>®</sup>



### ***Lions-Quest Skills for Action***

Lions-Quest Skills for Action (SFA) is a student-centered program based on combining learning with service. The program is divided into four parts and a Skills Bank. The program curriculum is an elective that advocates service, character, citizenship, and responsibility.

The Skills for Action curriculum helps guide you through the crucial steps of conducting service learning activities. Those steps include (1) identifying needs, (2) choosing and planning a project to address the need, (3) carrying out the project, and (4) reflecting on experiences and exploring what was learned throughout the project.

### ***You the People and Chief Justice***

There are a variety of ways to incorporate service learning with you the People (YTP) and Chief Justice. After you are grounded in YTP citizenship skills and have formed groups, you can identify a service learning activity to integrate into the skill-building curriculum.

For example, you could create, circulate, and publicize a petition that addresses a community issue and create a videotape to document the issue for community officials.

### ***Groundhog Job Shadow Day***

Groundhog Job Shadow Day (GJSD) is a nationwide effort to introduce students to the skills and education needed to make it in today's job market by letting them explore various career options. You can make use GJSD during Chapter 7 lessons on careers.

For instance, you may decide to start a Job Shadow effort to link the schools to the community. Then organize a career day or

GJSD in order to make it possible for high school students in the community to explore different career opportunities.

For details about the program, go to: <http://www.jobshadow.org>.

### ***Cadet Ride***

The Cadet Ride is an extension of American History that allows you to choose different historical characters to research, reenact them on site or in the classroom, and complete a related service learning activity.

First, identify issues that still relate to the community today, such as homeless veterans or victims of terrorist attacks. Take time to discuss how you can use what you have learned to improve the community/world issue. Finally, complete a related service learning activity, taking time to reflect on each phase of the experience.

Project examples used with Cadet Ride include: supporting war memorials or assisting in veterans' hospitals or shelters. Specifically, you could decide to educate others on the service of Lieutenant General Maude, who died in the line of duty at the Pentagon on 11 September 2001. In addition, you could plan a memorial for him and/or other victims to commemorate the acts of war that occurred at the World Trade Center, the Pentagon, and in Pennsylvania.

### ***Winning Colors***

Winning Colors states that everyone is capable of developing decision-making, thinking, feeling, and action behaviors. One example of a service learning project, would be to teach senior citizens or elementary students about Winning Colors, how to discover their personal needs, and develop a

plan to help them achieve a successful balance.

For more information about Winning Colors go to <http://www.winningcolors.com>.

### ***NEFE High School Financial Planning Program®***

The National Endowment for Financial Education (NEFE) High School Financial Planning Program® (HSFPP) is designed to teach practical money management skills and to introduce financial planning through course work. Numerous service learning activities can be integrated into the NEFE HSFPP curriculum.

Suggested service learning activities related to the NEFE HSFPP, include:

- Teach elementary students Junior Achievement material in relation to HSFPP.
- Provide a budget assistance program.
- Host a Credit Awareness or Financial Fitness Fair.
- Develop budgets and spreadsheets for local services.
- Start an Investment Club in school.
- Design, produce, and distribute informative posters.
- Comparison-shop for homebound seniors' groceries.

For more information, call NEFE at (303) 224-3510, or visit <http://www.nefe.org>.

### ***Integration with Additional Unit Content***

Besides using applicable curriculum programs in service learning, you may decide to integrate additional content and services.

The key is to connect the service activity with course curriculum.

For example, after studying harmful effects of tobacco/drugs, you could teach elementary school kids by putting together an anti-drug advocacy program. You could create banners, skits and instructional materials, then plan and coordinate the elementary program teachings.

### **AFTER THE SERVICE**

After the service, you will participate in an **after action review**, in order to reflect, demonstrate, and evaluate.

### ***STRUCTURED REFLECTION PHASE***

Remember, a strong **reflection** helps develop skills and extend your learning from the service experience. Besides keeping a running learning log of entries, you should hold team discussions to answer open-ended questions before, during, and after each service experience. Sharing what you learned with your teammates and listening to others, will add to your learning experience.

Types of reflection questions to ask about the service learning experience include:

- 1) **Observation/What** — What did I do?
- 2) **Analysis/So What** — What did it mean to me?
- 3) **Integration/Now What** — What will I do because of what I accomplished or learned?

This phase provides you with a structured opportunity to think about what you just did for your community and to describe the feelings that stimulated your actions throughout this activity. Experience indicates that reflection is the key to successful service learning programs.

After you actually perform the service, you should come together as a group to contemplate your service experiences in a project summary report, learning logs, essays, and class discussions. In doing so, you should thoroughly describe what happened during the activity; record any differences your activity actually made; and try to place this experience in a larger context. Specifically, do you believe you successfully accomplished your service learning goals? If not, why? What can you do better the next time? Share your feelings and thoughts. Discuss experiences that made you happy, sad, or angry, events that surprised or frightened you, and other topics related to the activity.

### *DEMONSTRATION PHASE*

In this phase, you share with others your mastery of skills, creative ideas, and the outcomes from this project, and then identify the next steps to take to benefit the community. The actual demonstration can take many different forms. For example, you might:

- Give a presentation to peers, faculty, or community members about the activity.
- Write articles or letters to local newspapers regarding issues of public concern.
- Extend the experience to develop future projects that could benefit the community.

### *EVALUATION PHASE*

#### *Evaluating Service Learning*

A goal in JROTC, is to couple high service with high integration of course content in order to maximize learning and skill development, as well as meet identified needs. When evaluating your service learning

activities, reflect upon accomplishments and determine ways to improve.

High service meets a clear and important need and is organized and implemented by students. High integration with curriculum addresses classroom goals, incorporates classroom content, and improves course-related knowledge and skills. Use the quadrants below to rate your service learning experience.



#### *Quadrant 1*

Example: After studying financial planning lessons from the National Endowment of Financial Education, cadets teach Junior Achievement lessons to elementary students and assist them in making posters to advocate financial responsibility.

#### *Quadrant 2*

Example: Cadets organize drive for stuffed animals and blankets after learning about work skills and participating in Groundhog Job Shadow Day.

#### *Quadrant 3*

Example: Teacher directs cadets to send e-mail to deployed service members after studying a historic event through a cadet ride.

*Quadrant 4*

Example: Teacher assigns cadets to perform a color guard in the community after studying lessons in *You the People*.

***Service Learning Authentic Assessments***

Authentic assessments that evaluate the service activity and student learning are imperative to a successful service learning initiative. Choose assessment tools that measure and affirm learning, program goals, and impact on the need identified, to determine potential improvements.

Service learning lends itself to performance-based assessment, enabling you to exhibit what you have learned in a hands-on and meaningful context.

**CONCLUSION**

In addition to teaching you the value of volunteering, service learning fosters your development of citizenship skills, as well as personal, social and thinking skills. It teaches service responsibilities and prepares future service commitments. Most importantly, service learning builds a spirit of cooperation among you, your peers, the school, and the community.